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ABSTRACT

This monograph, which was developed for home economics teachers, describes six alternative assessment techniques and contains sample assessment instruments and guide sheets. Discussed in the introduction are factors contributing to the increasing popularity of alternative assessment and the distinguishing features of the alternative assessment techniques profiled. The next six sections each deal with one of the following alternative assessment methods: rubrics, authentic task, portfolios, student profiles, kid watching, and assessment by students. Each section includes some or all of the following: benefits of using the assessment technique; examples of activities based on the assessment technique; guidelines for implementation of the assessment technique; guidelines for scoring; and sources of additional information. Most sections also include assessment forms illustrating the use of the various alternative assessment techniques in such areas of home economics instruction as nutrition, personal and family relations, food service, and homemaking. Contains a glossary and 46 references. (MN)

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Forward

Everyone learns through different methods and to different degrees of achievement. The assessment of students becomes the means to judge students as to their level of competence. It is imperative that educators evaluate students using a variety of instruments to ascertain the students' level of competence.

Students have different learning styles and different degrees of interests. The monograph contains a variety of tools to assist teachers in varying assessment processes and procedures to allow for the evaluation of students who acquire knowledge in many forms.

Grant Wiggins (1993) says that the meaning of the word 'perform' means to execute a task and complete it correctly. An individual's ability to perform with knowledge or know-how can only be assessed when work is accomplished or performed. As a person uses his/her knowledge in the completion of a task, assessment may occur. The use of the various assessment resources provided in *How Do We Know They Know? Alternative Assessments in Home Economics* will enable educators to more accurately assess the performance of students.

The Home Economics Eduction Association commends the efforts of Vicki Lowe and Lou Howell for the development of this monograph. Many thanks are expressed to the additional personnel that assisted in the production of the monograph - Nancy Baack, Sandy Kristensen, and Julienne Ferry. As President of the Home Economics Education Association, I would like to thank Dr. Janice Wissman, Past Editor and Publications Chair who started the monograph on its production route. Dr. Mary Ann Block, the current Editor and Publications Chair also needs thanks for finishing the job.

President
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How Do We Know They Know?
Alternative Assessments in Home Economics

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To the Teacher

How Do We Know They Know?
Alternative Assessments in Home Economics

Assessment! It is *the* word in education for the '90's. Assessment has become *the* educational trend these past few years - a "trend tail" that really should have been wagging the "educational dog" for a long time. And finally its time has come. We are living in the information age - an age that is much different from the industrial age where most of us grew up. Change is the only constant in this new world! Educational reform has given rise to proposals for new assessment alternatives. The hope is that these assessments will better document significant and enduring educational outcomes for our students. To meet the demands of those societal changes, the focus in our assessments and our teaching must be closely related to the concerns of students, parents, and teachers and the future. As educators re-thinking the student assessment process, we are all wanting to develop tests that are revealing, credible - and *worth* teaching to - tests that are based on the intellectual challenges we most value and want our students to master. We are striving to educate all students who have mastery of subject matter knowledge but also can demonstrate skills in higher order thinking, problem solving, communication, and collaboration. The multiple-choice tests were not built to measure these goals; we must develop additional assessments that stress the importance of examining the processes as well as the products of learning for tomorrow.

When asked at a recent assessment workshop in our district, the teachers and administrators identified from personal experiences the characteristics of a "good test." Your experiences have probably been very similar. The teachers recognized the following in a "good

test":

- no surprises - the expectations were shared "up front" and did not change
- alternatives to allow for personal learning styles and choice, not just paper and pencil
- examples and models of quality assessments
- "a second chance" to extend and refine our work
- team "tests" - where they were able to collaborate with classmates on challenges and projects
- "real life" with hands-on application, demonstrating "active" learning
- an integral part of the learning process, allowing the individual to assess himself/herself, identifying one's own strengths and weaknesses
- high expectations that "made us think" and "stretched" each of us, no matter what our capabilities
- fun!

Why re-think assessments in home economics? These examples are the best reasons. While tests of the past were often a check-up of mere recall - where students plugged in bits of knowledge achieved through reading and lecture, today's tests are not only opportunities for evaluation but are also teaching tools, setting the standards for the outcomes we believe are worth mastering. Teachers recognize today that we need to know more than if a student can just recall answers. Teachers, as well as parents and students themselves, need to know if the students can use their knowledge - actually apply it when faced with simulated or real-life tasks. Do they really know what the right answer means? Why is it the right one? Do they know what to do when they are not sure what comes next? Can they argue for their answers?

Assessment, whose root word means "sit with," is doing just that. The assessor is sitting with the learner, probing to find out what he or she knows and can do. The challenge then is to develop "tests" that will assess what we value most in our curriculum priorities. Can the student

self-assess? Can she make an effective speech or presentation? Can he collaborate with others on a research project?

Assessment must practice what we preach in our mission and outcome statements. What we test is what we get; if we do not regularly assess it, we will not get it - and our students know this far better than we teachers care to admit. Assessment must also be designed to evoke the students' best possible work - not to intimidate them or trick them or keep them in the dark. "Gotcha" tests, often based on curves instead of clear standards of performance, undermine the quest for excellence. Richard Stiggins, a national consultant on assessment from Portland, Oregon's Northwest Regional Educational Laboratory, recognizes that the alternative assessments being developed and used today make "explicit and formal what was previously implicit and informal" (Stiggins and Conklin, 1992). By articulating the goals and criteria up front to the students, teachers are de-mystifying assessment and actually shaping the learning process. We must challenge all students to fashion first-class products or performances - work they can take pride in doing well - work that will prepare them for their future.

Research on teaching tells us that assessment is unquestionably one of the teacher's most complex and important tasks. Teachers in home economics today are designing tests of their own that yield credible and unambiguous results. These tests allow student's to know how they are doing; they also allow the teacher to see where additional instruction strategies are needed to get the results he or she wants from the students. Teachers have recognized that using only one form of assessment on one occasion limits the teacher's ability to see a clear picture of the students' strengths and needs. Using multi-dimensional assessments contribute to the quality and impact of instruction as well as the students' achievement. We are suggesting that you use several forms of assessment on several occasions when gathering information about your students' achievement. Using multiple measures over time negates the impact of any one form of assessment on any one occasion, ensuring a more accurate view of student achievement. The more accurate our

assessment is of that achievement, the better our decisions are to improve the instruction and the learning.

Alternative assessments are not new to home economics instructors. They use performance assessments, authentic assessments, and other alternatives to the typical paper-and-pencil tests. While the assessments in this monograph are not inclusive, they provide alternative assessments that could be used to validate the students' mastery of subject matter knowledge and skills in higher order thinking, problem solving, communication, and collaboration.

The **rubric** is the first example we share with you in this monograph. It provides the opportunity for students to "see up front" the criteria on which they are being assessed. Grant Wiggins, a national consultant on assessment and Director of Educational Research and Development for CLASS in New York, defines a *rubric* as a set of scoring guidelines - the standards - for giving scores to student work. The rubric answers the question: What does mastery (and varying degrees of mastery) of this task look like (*Standards, Not Standardization: Rethinking Assessment, Volume I*, 1991)? It has been invaluable in "upping the ante" as students are able to assess their own work based on specific standards. It is important that as you use the rubric, you identify the outcomes worth mastery and then develop specific criteria on which to evaluate the students. Teachers should share the rubric with the students at the beginning of the assignment or unit to allow them to focus their effort and improve their quality as they complete their projects or performance to demonstrate learning.

The second section of the monograph is the **authentic task.** What exactly is an authentic task? Grant Wiggins defines a task as a "complex intellectual challenge," one that demands the students demonstrate various knowledge and skills to solve a multi-faceted problem or question through a series of judgments and actions. Authentic tasks are goal-directed and provide students with real-life or simulated activities - and the student is "done" when he or she has successfully

fashioned a performance or product according to the specifications. The nutritional example we have provided for you is based on ASCD's *Dimensions of Learning* by Dr. Robert Marzano *et al.* Other authentic tasks we have included are the lab practicum, the scored discussion, and action research. Wiggins stresses that authentic tasks must be seen as valuable by both the teacher and the learner and that they must simulate real life. The task must provide the opportunity for thorough preparation and self-assessment *by the student* if it is to have long-lasting benefits in the learning process (Wiggins, 1989a).

The **portfolio** is the third section of the monograph. The real power of portfolio assessment comes from the opportunity given to students to document and reflect upon their own progress over time. Self assessment then becomes an integral part of this assessment tool. We know that self assessment is the best assessment. We must, however, help students develop their judgment in order to select and comment accurately on their strengths and weaknesses. It means we have to de-mystify the standards so that we can empower our students to continuously practice assessing and self-assessing. The vocational portfolio is an opportunity for the students to showcase their achievement, demonstrating skills in employability, mastery of content, collaboration, communication, and problem solving.

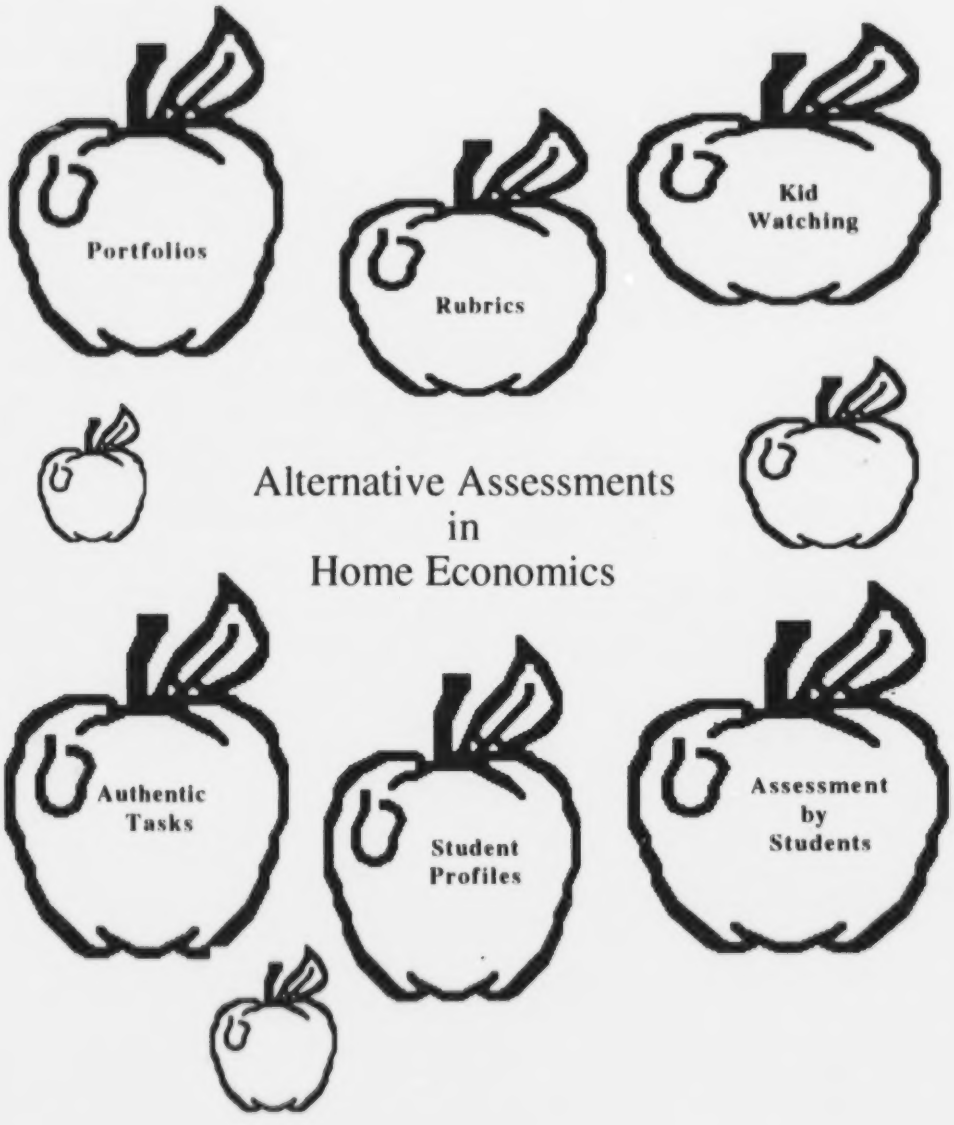
The section of the monograph following portfolios gives examples of **student profiling,** demonstrating opportunities to verify students' attainment of course competencies. **Kid watching** is a favorite section of ours as it allows us to collect observations over time of student interaction and performances using various instruments and assessors, including parents and supervisors as well as the students themselves. Various instruments available include anecdotal records of the observer, check lists, conferences, and even video tapes and photographs.

Assessment by students is an area that helps young people become more and more responsible for their own learning, whether it be in setting the goals, doing the work, or assessing

their own progress. A variety of strategies are available, including the KWL chart, learning logs, group processing, and PMI. The KWL chart provides the opportunity for the students and the teacher to identify at the beginning of a unit or project what is **K**nown about the subject and what the students **W**ant to learn about it. At the end of the unit the students then identify on the chart what they have **L**earned in the unit. The PMI technique allows the students to analyze the positive and negative (the **Pluses** and **M**inuses) factors about a topic and identify **I**mplications for further study.

Albert Einstein summed up assessment best when he said, "Not everything that counts can be counted, and not everything that can be counted counts." Alternative assessments provide us the avenue we need to test what we value. Classroom assessments that are rich and multi-dimensional contribute to the quality of learning. It is through alternative assessments that we gain a better understanding of each student's needs and each student better understands our expectations and their own achievement. We encourage you to continue to move beyond the "one right answer" and challenge students to explore the possibilities inherent in open-ended, complex problems.

Assessment Model



This model highlights six "varieties" of assessment. We encourage you to use several forms of assessment on several occasions when "gathering" information about your student's achievement.

Reflections

- Not everything that counts can be counted, and not everything that can be counted counts.
  - Albert Einstein

- When it comes to any kind of testing, one size doesn't fit all.
  - Grant Wiggins

- We teach what we value. We test what we value. They should be the same.
  - Lois Easton

- A child's poor performance - and need for help - should never again be hidden behind a school's high average scores, and a high performing student should not be denied recognition by being obscured among low average scores.
  - Maryland Governor's Commission on School Performance

- We don't produce a lousy car and wait for the consumer to judge it, yet we do that all the time with students.
  - Grant Wiggins

- The quality of instruction is a function of teachers' understanding of the strengths and weaknesses of their students. The depth of that understanding, in turn, hinges on the quality of teachers' assessment of student achievement.
  - Richard J. Stiggins

- There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-story people. Two-story people compare, reason, generalize using the labor of the fact collectors as their own. Three-story people idealize, imagine, predict - their best illumination comes from above through the skylight.
  - Oliver Wendell Holmes

- You can't assess anything of consequence unless you see how each intersects and is affected by others.
  - Theodore Sizer

- Many of the tests we do use are unable to measure what should be the hallmark of a "thinking" curriculum: the cultivation of students' ability to apply skills and knowledge to real-world problems. Testing practices may in fact interfere with the kind of higher order skills that are desired.
  - Lauren Resnick

- Reducing thinking to a forced selection of multiple choice items, having to express mental functioning in a paper-and-pencil format, and trying to standardize creative insight may be antithetical to our goals.
  - Arthur Costa

- Assessment tasks should be - indeed, are being redesigned - to more closely resemble real learning tasks. Tests should require more complex and challenging mental processes from students. They should acknowledge more than one approach or right answer and should place more emphasis on uncoached explanations and students products.

  - Lori Shepard

- Testing programs should be redirected from overreliance on multiple-choice tests toward alternative forms of assessment . . . . Carefully crafted assessment devices would ask students to supply answers, perform observable acts, demonstrate skills, create products, and supply portfolios of their work.

  - from *Gatekeeper to Gateway: Transforming Testing in America*

- Typical tests, even demanding ones, tend to overassess student "knowledge" and underassess student "know-how with knowledge."

  - Grant Wiggins

- Citizens in the 21st century will not be judged by their ability to bubble in answers on test forms.

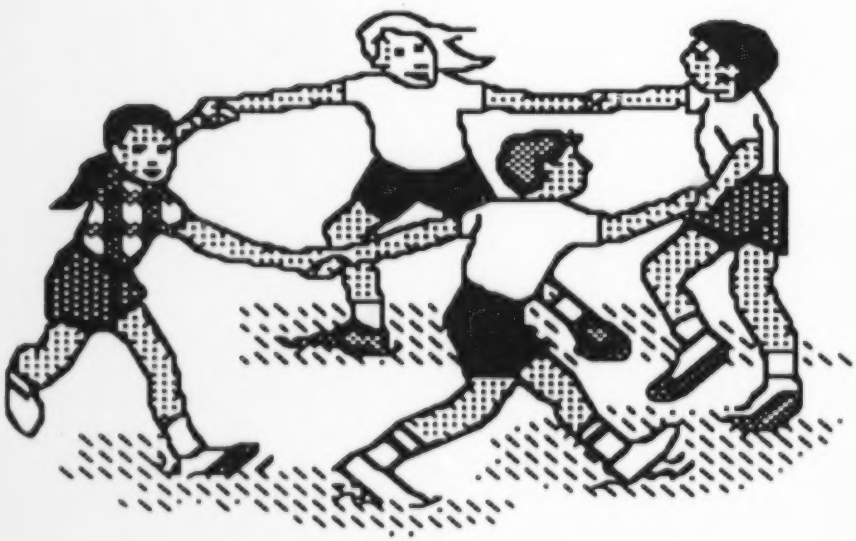
  - Elfrieda Hiebert and Robert Calfee

- If tests determine what teachers actually teach and what students will study for - and they do - then test those capacities and habits we think are essential and test them in context.

  - Grant Wiggins

- We're here to help children succeed. It's that simple.

  - Elaine Collins



Rubrics

The use of rubrics enables students to:

- identify "up front" the scoring guidelines and criteria on which they are assessed;
- develop the assigned task based on specific criteria and identified standards;
- assess own work based on standards.

Example:

The typical rubric* should:

- Contain a scale of different possible points to be assigned, often ranging from 3 to 6 as the top score, down to 1 or 0 for the lowest scores in performance assessment.
- State all the different traits or dimensions to be primarily examined and assessed (e.g., content objectives, the higher order thinking skills to be used, demonstration of cooperation).
- Provide key signs or traits of performance or product for finding the right place on the scoring scale to which a particular student result corresponds.
- Provide weighting of all criteria.

* Criteria of a rubric as defined by Grant Wiggins, Director of Educational Research and Development for CLASS, a Rochester, New York, consulting firm located at 56 Vassar Street, Rochester, NY 14607.

Guidelines for Implementation:

Student(s) and teacher mutually set the standards to the challenges worth mastery (i.e., expected outcomes).
Share rubric with students at *beginning* of assignment/task; de-mystify the teacher's expectations.
Allow students to focus effort and improve quality of their performance or task.
Provide "criterion-referenced" focus; implying that scores should not necessarily be distributed along "normal curve."
Answer the questions:

- Do the products/performances achieved allow you *and* the student to know what expectations of achievement you have of the student and their learning?
- Did you share the standards with the students *before* you expected them to do the task?

Guidelines for Scoring:

Weighting of criteria allows the teacher to give more priority to individual criterion/criteria.

See *Rubric for Nutritional Task*, page 17
See *Rubric for Procedural Development of Authentic Task*, page 18
See *Rubric for Lab Practicum*, page 20
See *Rubric for Action Research: Product or Performance*, page 24
See *Vocational Portfolio: Rubric for Assessment*, page 26
See *Rubric for Group Processing*, page 43

Authentic Task

The use of authentic tasks enables students to:

-demonstrate a practical application of what they learned in one or more content areas;
-utilize higher order thinking skills;
-perform tasks under simulated "real life" situations;
-refine communication skills;
-demonstrate creativity;
-replicate the challenges and standards of performance that typically face professionals in the vocational field.

Examples:

A teacher or team of teachers provides an activity for students to demonstrate application of knowledge learned:

- Lab Practicum
- Home Project
- Scored Discussion
- Action Research
- Design and produce a television show/commercial/news segment
- Create a board game
- Participate in a drama presentation
- Design a hypermedia program
- Organize a community project
- Write proposed legislation
- Prepare and edit a magazine
- Design a museum exhibit
- Sing, dance, play a musical instrument
-
-

Guidelines for Implementation:

Must be worth learning and teaching to: value the task.
Requires multifaceted approach but may be open ended with students determining direction.
Focuses on student ability to produce quality product/performance.
Allows for thorough preparation and assessment by the student; requires a large time commitment.
May be used as an introduction to a unit, as classroom instruction, or at the end of unit, semester or year of instruction.

Guidelines for Scoring:

Requires a systematic procedure.
Most accurate and equitable when interaction between presenter and assessor is an integral part of evaluation.

Authentic Task: *Guidelines for Development*

Purpose: Authentic tasks provide students with the opportunity to use complex reasoning skills and develop effective habits of the mind.

Objectives for Development of *Authentic Task*:

The teacher will:

- provide a "real world" task that is clearly defined for students.
- develop a thought-provoking task that emphasizes demonstration of higher order thinking skills.
- relate tasks to desired outcomes, worthy of mastery.
- clearly define criteria on which authentic task will be assessed.
- convey standards for students' successful performance of authentic task.

Description of Procedure:

Procedure is based on *Dimensions of Learning* by Robert Marzano, *et al.*

Use these questions/steps to help you develop an authentic task. Note sample responses after each question/step.

1. What are the skills and knowledge I want my students to acquire?

   _____

   _____

   Sample Response: I want the students to recognize that while many people have misconceptions about tastes of foods and their nutritional value, there are many healthy and tasty foods from which they can choose and plan appetizing menus.

2. What complex reasoning processes will I include in the task? (Examples include comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstracting, analyzing perspective, decision making, investigation, experimental inquiry, problem solving, invention.)

   _____

   _____

   Sample Response: I want my students to make a list of possible hors d'oeuvres and compare them for nutritional value. (Comparing) I also want the students to make healthy food choices based on specific criteria. (Decision making)

3. Write a task that incorporates the information selected from steps 1 and 2.

   _____

   _____

   Sample Response: Plan a party menu for the upcoming style show that people will enjoy, but the foods you choose must be nutritious.

4. How will students gather the information and/or what sources they will use?

_____

_____

Sample Response: The students will use variety of cook books; interviews of area caterers, restaurateurs, and nutritionists; and research of nutritional information.

5. Rewrite the task so that it is clear how students are expected to gather information.

_____

_____

Sample Response: As you gather the information from which you will make your final choices, keep a list and identify with an asterisk (*) the ones (at least three) which you have found extremely helpful. (Give consideration to both written and human resources for your information.)

6. How will students communicate the information and the products they create?

_____

_____

Sample Response: Serve the food choices to friends/family; interview tasters concerning visual appeal, taste, healthy choices, etc. Provide the results in an oral report, video, or audio tapes.

7. Rewrite the task so that the product(s) identified above are clear to students.

_____

_____

Sample Response: Serve the chosen hors d'oeuvres on your menu to your family or close friends; interview each member in terms of what they thought about the hors d'oeuvres - the visual appeal, the taste, and the nutritional value. Present the findings of your interview in an oral report or in a videotape or audiotape.

8. If the teacher does not wish to include any other lifelong learning competencies, go to step 11.

9. What lifelong learning competencies do you wish to include?

Habits of the Mind:

Critical Thinking: seek clarity, seek accuracy, be open-minded, restrain impulsivity, take a position, be sensitive to knowledge and feelings of others.

Creative Thinking: engage intensely, push self to limits, generate new ways of viewing situations, generate and maintain personal standards.

Self-regulated Thinking: use available resources, plan, think about own thinking/learning, evaluate effectiveness of own actions, be responsive to feedback.

Cooperative/Collaborative:

Work toward achievement of group goals, effectively use interpersonal communication skills within the groups, contribute to group maintenance, self assess and monitor behavior.

_____

_____

Sample Response: I would like the students to generate and maintain personal standards regarding making healthy food choices. I would also like them to concentrate on effectively working together to achieve group goals.

10. Rewrite the task so that it naturally elicits the lifelong learning competencies identified in step 9.

_____

_____

Sample Response: (Generate/Maintain Personal Standards) Complete a journal entry in your learning log, addressing the following: If you were planning your own party - not to get a catering job or please a client - what standards would you have used to determine the menu? What "nutritional rules" would you have broken? Which ones would you have heeded? What could be possible consequences for the choices?

(Work toward Achievement of Group Goals) You will be working in groups of four for this project. Each of you will have an assigned role in the group: supervisor, secretary, production/materials manager, and quality control. You will be expected to share equitably the duties to help your group succeed.

11. What are the specific competencies you want to assess in this task?

Content competencies: _____

Sample Response: Misconception of taste/visual appeal/ nutritional value of food.

Complex thinking competencies: _____

Sample Response: Decision making.

Information-gathering competencies: _____

Sample Response: Searching for/acquiring knowledge through variety of resources.

Communication competencies: _____

Sample Response: Communicating with variety of purposes.

Habits of Mind competencies: _____

Sample Response: I am having students write a probe in their journal - but I am choosing not to evaluate them on it.

Cooperative/Collaborative competencies: _____

Sample Response: Achievement of group goals.

12. Write final task to present to students. Check to see that all competencies identified in Step 11 are included in the final task.

_____

_____

Sample Response: See "Nutrition Example" on page 16.

13. Write rubric for the competencies identified in Step 11 that you wish to assess in the task.

_____

_____

Sample Response: See "Rubric for Nutritional Task" on page 17.

14. Use the rubric entitled "Rubric for Procedural Development of Authentic Task" to assess your success in developing an authentic task and scoring rubric. (See page 18.)

15. Present task and rubric to the students.

    See "Nutritional Example" and "Rubric for Nutritional Task" as samples presented to students. (See pages 16 and 17.)

16. Allow students the necessary time to complete the task.

17. Assess the competencies you have identified using the rubric you have created.

Notes for the Teacher:

- Not all classroom tasks need be (nor should they be) authentic; there is still a need for the more traditional forms of instruction, including teacher presentation of information, drill and practice.
- Not all authentic classroom tasks must be used for validation; many authentic classroom tasks can simply be used as instructional activities.
- All seventeen steps should be considered in the development of an authentic task; however, not all seventeen steps will always be used.
- The authentic task and the scoring rubric may be determined by the teacher or collaboratively with the students.
- The task and the rubric are shared "up front" to demystify for the students the teacher's expectations.
- Evaluation need not occur for every competency included in task; some may be for introduction and practice only with evaluation in a later task.

Authentic Task: *Nutrition Example*

The annual style show is coming up - and you want to cater the food for the special event. You know, however, that many will be vying for this job because of the prestige and the money. Everyone is expecting a very special evening of food, fun, and fashion. You know that the person in charge of determining the caterer is very health conscious. In fact, she will be expecting a menu that does not include the following:

- added sugar
- artificial sweeteners
- excessive salt/sodium
- a lot of saturated fats
- lots of preservatives.

Plan a buffet of hors d'oeuvres that will make your guests happy and still meet the expectations of the style show supervisor who is extremely health conscious.

• You will be working in groups of four for this project. Each of you will have an assigned role in the group: supervisor, secretary, production/materials manager, and quality control. You will be expected to share equitably the duties to help your group succeed.

• As you plan, keep a list of the different ways you try to get ideas for your menu. Put an * beside the ones that gave you the best information.

• Serve the chosen hors d'oeuvres on your menu to your family or close friends; interview each member in terms of what they thought about the hors d'oeuvres. Present the findings of your interview in an oral report or in a videotape or audiotape.

• Complete a journal entry in your learning log, addressing the following: If you were planning your own party - not to get a catering job or please a client - what standards would you have used to determine the menu? What "nutritional rules" would you have broken? Which ones would you have heeded? What could be possible consequences for the choices?

Authentic Task: *Assessment Form*

Rubric for Nutritional Task

Name _____

(30 points possible)

Criteria	*3*	*2*	*1*
Demonstrate understanding of misconceptions x 2: ____	Shares consistently how taste/visual appeal/ and nutritional value can result in good nutritional choices	Identifies common misconceptions but is not consistent	Does not demonstrate working knowledge of misconceptions
Decision Making x 2: ____	Wise choices made; consistently based on identified criteria	Good choices made; not consistently based on specific criteria	Good and bad choices made; does not use identified criteria
Variety of Resources x 2: ____	Creative/resourceful in collection of data; demonstrates extensive knowledge of basic information sources	Acquires basic information independently; demonstrates adequate knowledge of basic information sources	Provides little dependable data; demonstrates minimum familiarity with resources
Communication Variety of Purposes x 1: ____	Skillful use of communication strategies; creative; clearly communicates belief	Communicates effectively; some uncertainty in idea/feeling/belief	Difficulty communicating purpose; message does not convey belief
Cooperation & Group Goals x 3: ____	Commits to achievement of goals and elicits commitment from others; works hard; assesses progress and adjusts accordingly; celebrates successes appropriately	Completes assigned tasks; rarely offers suggestions; rarely celebrates success or works to overcome setbacks	No commitment to group goals; leaves tasks unfinished; does not execute duties of assigned role

Comments:

Self Reflection:

Total Points:_____out of 30

Authentic Task: *Assessment Form*

Rubric for Procedural Development of Authentic Task

(15 points possible)

Criteria	*3*	*2*	*1*
Task ID	Real-world task is clearly defined	Task is identified, but clarity needs to be refined	Contrived task, vague
Task's Focus	Thought-provoking task emphasizes higher order thinking skills	Challenging task, using combination of recall and higher order thinking skills	Task focuses on recall/memorization; objectives are discreet
Outcome	Task related to "big idea"/outcomes worth mastering	Outcomes identified, but task is not related to outcomes	Outcomes are not identified
Criteria	Clearly defined criteria; evident plan to demystify upfront teacher's expectations	Criteria are cumbersome, plan to demystify upfront is evident	Criteria are vague, no plan for demystifying upfront
Standards	Plan for scoring conveys standards for quality performance of task	Standards are present; clarity is needed.	Standards are not identified

Comments:

Self Reflection:

Total Points:_____out of 15

Authentic Task: *Lab Practicum*

Purpose: Lab practicums will give students the opportunity to demonstrate/apply what they have learned in terms of preparing a standard product (e.g., white sauce, muffins, pasta, cooked vegetables, pie crust.)

Objectives for *Lab Practicum:*

The learner will:

- set up evaluation standards for designated product.
- organize work procedures.
- apply appropriate cooking principles while preparing designated product.
- demonstrate proper measuring skills.
- demonstrate proper knife/safety skills.
- produce a standard product.
- complete self assessment.

Description of Procedure:

- Recipes will be provided by instructor; each individual will prepare one recipe.
- No question may be asked of other students during lab; instructor will answer questions regarding the location of ingredients or equipment only.
- Proper clean up is required.
- Student must develop and turn in a list of specific standards to evaluate designated product.
- Student will rate lab performance using rubric for lab practicum; instructor will also score student using rubric for lab practicum.
- Student will complete self reflection statements.

Notes for the Teacher:

- Select half the students to participate in lab practicum while remaining students complete written test if one is to be given; students exchange tasks at end of first half of class time.

Lab Practicum: Assessment Form

Standards for Food Product Evaluation

Score (12 points)	Standard (Determined by student) (8 points-2 points each)
_____	1._____
_____	2._____
_____	3._____
_____	4._____

Evaluate your food product using the standards above. Use a Likert scale rating from 3 to 1, with 3 as excellent and 1 as undesirable, placing score in left-hand column marked *Score*.

Rubric for Lab Practicum

(42 points possible)

Weighting	*3*	*2*	*1*
x 2:_____	Demonstrated good organizational skills; gathered supplies and equipment at one time; used dovetailing to accomplish tasks efficiently	Demonstrated average organizational skills; several steps taken to gather supplies and equipment; used some dovetailing to accomplish tasks	Demonstrated below-average organizational skills; gathered supplies and equipment one at a time; did not use dovetailing techniques
x 3:_____	Followed all cooking principles related to designated product	Inconsistently followed cooking principles related to designated product	Did not follow cooking principles related to designated product
x 3:_____	Demonstrated proper measuring techniques at all times	Demonstrated proper measuring techniques but not consistently	Did not demonstrate proper measuring techniques
x 3:_____	Demonstrated proper knife/safety skills	Demonstrated proper knife/safety skills but not consistently	Did not demonstrate knowledge of proper knife/safety
x 3:_____	Equipment/supplies returned to proper location; lab area cleaned to teacher specifications	Returned some equipment/supplies to proper location; cleanliness of lab area needs improvement	Equipment and supplies not returned to proper location; lab area left unclean

Self Reflection

(3 points - 1 point each)

On the back of this sheet, list three changes you could make in your lab procedure to improve the product.

Total Points:_____out of 65.

Authentic Task: *Scored Discussion**

Purpose: Scored discussions help students interact meaningfully with content and with one another; they also provide evidence of performance beyond factual knowledge.

Objectives for *Scored Discussion:*

The learner will:

- read or view materials in preparation for content-related discussion.
- participate in a content-related discussion.
- monitor peer discussion and provide appropriate feedback.

Description of Procedure:

- Select materials that promote objectives related to content.
- Help students separate the issue into simpler parts.
- Conduct an initial exploratory discussion.
- Present criteria for scored discussion; coach students on scoring.
- Set up a "fishbowl" discussion. One third of the class sits in a circle and discusses the topic; the remaining students, in a circle around the others, listen and take notes; they then critique the discussion.

Notes for the Teacher:

- Has unlimited applications.
- Train students in process and then allow peer and self assessment.
- Use to help students improve communication skills.
- Limit number of students being scored until comfortable with process.
- Provide immediate feedback.

*The scored discussion strategy was first developed by Fred Newmann at the University of Wisconsin.

Scored Discussion*: Assessment Form

Topic:_____

		Names:						
(+2)	Taking a position on a question							
(+1)	Making a relevant comment							
(+2)	Using evidence to support a position or presenting factual information							
(+1)	Drawing another person into the discussion							
(+2)	Recognizing contradictions in another person's statements							
(+2)	Recognizing when another person makes an irrelevant comment							
(+2)	Making an analogy							
(+1)	Asking a clarifying question or moving the discussion along							
(-2)	Distracting others or not paying attention							
(-2)	Interrupting							
(-1)	Making irrelevant comments							
(-3)	Monopolizing							
(-3)	Making personal attack							
Total Points:								

Note: Each student may score points more than once in each area.

*The scored discussion strategy was first developed by Fred Newmann at the University of Wisconsin.

Authentic Task: *Action Research*

Purpose: Action research will give the student an opportunity to research a topic and synthesize the information into a creative product or performance for an audience; therefore, their research comes "alive through action."

Objectives for *Action Research*:

The learner will:

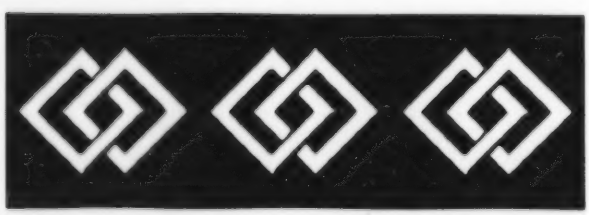
- research topic, using sources beyond textbook.
- prepare a product or performance of choice to document "expertise" in topic.
- present product or performance to a selected audience.
- evaluate product or performance.

Description of Procedure:

- Invite students to become an expert in an area, (e.g., special diets, housing styles, period clothing, inherited diseases, forms of credit).
- As a class, brainstorm topics within area.
- As a class, brainstorm ways to present "expertise" to an audience.
- As a class, brainstorm list of possible audiences.
- Research topic.
- Prepare product/performance.
- Present product/performance to an audience.
- Evaluate product/performance.

Notes for Teacher:

- Unlimited applications.
- Encourage students to seek audiences outside of the classroom, (e.g., elementary classrooms, coaches/sport teams, newspaper readers, community organizations, doctor's patients in waiting lounges)



Action Research: Assessment Form

Rubric for Action Research: Product or Performance

Name: _____

(50 points possible)

Criteria	*3*	*2*	*1*
Depth and breadth of research x 3: _____	Offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	Relates major facts to the basic topic with fair degree of accuracy; uses two references	Provides only minor facts basic to the topic; inaccuracies; uses only provided information (textbook) as reference
Application of knowledge x 5: _____	Demonstrates in-depth understanding of the topic; accurately employs all parts of the information	Demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	Lacks understanding of the topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/oral communication x 4: _____	Presents a well organized presentation; message is easily understood	Presents a somewhat organized presentation; message is vague	Presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity x 4: _____	Imaginative, self-initiated finding and use of resources; extensive originality in presentation	Considers provided materials; demonstrates adequate originality in presentation	Lacks initiative when finding/and using resources; lacks originality in presentation

Self Reflection
(2 points)

On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this research in the future.

Total Points:_____out of 50.

Portfolios

The use of portfolios enables students to:

- discover, document, and develop their employability skills;
- reinforce integration of academic skills, employability skills, and course specific skills;
- reflect on their own work;
- showcase their best works.

Example:

The vocational portfolio could contain:

- Letter of Introduction: the major self-reflective piece in the portfolio, this letter by the student to the reader(s) describes his or her qualities and goals and introduces the various parts of the portfolio, including an analysis of the significance of the work included.
- Career Development Package: a resume, an employment or college application, and a letter of recommendation to demonstrate key career-planning and job-seeking skills.
- Supervised Practical Experience Evaluation: an evaluation of the student's career-performance skills by his or her practicum or job supervisor.
- Written Report: an outline, first draft, and final version of a three-to-ten page report on a topic from the student's field of interest.
- Work Samples: samples, photographs or descriptions of classroom-based work that demonstrate mastery of pre-specified skills. This could include pictures, videotapes, audio tapes, illustrations, assessments (e.g., checklists, self assessments, parent assessments, KWL charts, journaling probes).
- State Competencies: Profile checklists, certificates of completion/college articulation agreements and credits.
- Awards and Recognition: FHA/HERO evidence of membership and offices held, service projects; this area could also include newspaper write ups, tapes of radio and television coverage.
- Other: as student or teacher see appropriate.

Guidelines for Implementation:

Student(s) and teacher mutually determine inclusion criteria.
Students upgrade portfolio as they gain new or more advanced skills.
Date selections to document student growth.
Make self assessment an integral part of the portfolio.
Invite local business representatives to review portfolios and provide each student with feedback.

Guidelines for Scoring:

Portfolio scoring is optional, consideration may be given to rubric scoring.

Vocational Portfolio: Assessment Form

Rubric for Vocational Portfolio

Name: _____

(60 points possible)

Criteria	*3*	*2*	*1*
Writing samples x 4: _____	Writing shows depth and elaboration of topic; few errors in mechanics; strong thinking skills are evident	Competent treatment of topics; occasional errors in mechanics; evidence of thinking is present	Writing lacks depth and elaboration of topic; frequent errors in mechanics; evidence of thinking lacks clarity
Work samples x 5: _____	Samples show variety of skills; consistently completed with above-average accomplishment	Samples show some variety of skills; inconsistent accomplishment	Samples lack variety of skills; few samples presented, with only minimal accomplishment
Content area learning x 4: _____	Understands and uses necessary terminology and skills; concepts are integrated	Understands and uses necessary terminology, skills and concepts evident, but not integrated	Basic terminology, skills and concepts have not been mastered; unable to integrate
Employability skills x 4: _____	Demonstrates understanding and use of job-seeking and job-keeping skills	Understands but does not consistently use job seeking and job keeping skills	Basic job seeking and job keeping skills have not been mastered
Self reflection x 3: _____	Clearly communicates analysis of self as learner; recognizes and celebrates successes	Some uncertainty in self as learner; recognizes but does not celebrate successes	Message does not convey self as learner; does not recognize or celebrate successes

Comments:

Total Points: _____ out of 60

Student Profiles

The use of student profiles enables teachers to:

- document attained skills and knowledge of each student;
- provide longitudinal summary of student achievement;
- maintain record of course achievement as well as student achievement.

Examples:

Profiles are forms that teachers complete with ratings, summary judgments, or descriptions of achievement in areas such as:

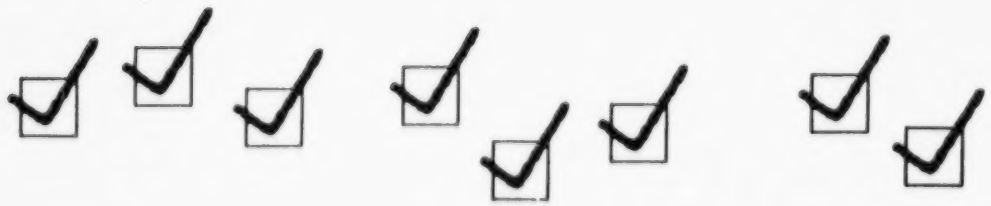
- employability skills
- course competencies
- articulation competencies
-
-
-
-
-

Guidelines for Implementation:

Base ratings on ability to perform attained skills/knowledge rather than grades given in class. Include in student portfolios if appropriate.

Guidelines for Scoring:

Most accurate and equitable when interaction between student and assessor is an integral part of evaluation.



Student Profile: *Course Competencies*
Personal and Family Relations

Instructor: _____ Student: _____
School: _____ Date of Enrollment: _____
Address: _____ Date of Completion: _____
_____

Note: The profile ratings on this form represent the knowledge, skills, and attitudes that this student has demonstrated at a given time under given conditions. It does not necessarily represent certification of future abilities.

The student has been rated using the scale below to indicate the degree of competency. The rating reflects ability to perform competency rather than the final grade earned in class. Ratings were determined by teacher observation during lab situations, self and peer evaluation reports, and various forms of written evaluations.

Rating Scale: 3-Mastered 2-Requires supervision 1-Not mastered N-No expos

3	2	1	N		
					Personal and Family Relations
_	_	_	_	1.	Analyze strategies for developing a positive self concept.
_	_	_	_	2.	Identify ways to deal with peer pressure.
_	_	_	_	3.	Explain the basic skills necessary to maintain personal, physical, and mental health (i.e., alternative strategies in dealing with stress).
_	_	_	_	4.	Identify personal safety and survival skills.
_	_	_	_	5.	Identify substance abuse, use and non-use.
_	_	_	_	6.	Demonstrate alternative ways of effective communications.
_	_	_	_	7.	Identify ways to resolve conflict with others.
_	_	_	_	8.	Describe ways to build good interpersonal relationships with others.
_	_	_	_	9.	Identify sex-role stereotyping and means of dealing with them.
_	_	_	_	10.	Identify risks of sexual activity.
_	_	_	_	11.	Describe procedures of prevention and control of diseases (i.e., sexually transmitted diseases and acquired immune deficiency).
_	_	_	_	12.	Identify types of sexual abuse and sexual harassment, and intervention options.
_	_	_	_	13.	Identify various family patterns and lifestyles.
_	_	_	_	14.	Identify the ways to balance work, family and individual needs.
_	_	_	_	15.	Examine various child care options.
_	_	_	_	16.	Identify and demonstrate response to family problems and crisis (i.e., co-dependency relationships).
_	_	_	_	17.	Develop short and long-term planning, goal-setting and decision making skills.
_	_	_	_	18.	Determine the decision-making process in planning for expenses, savings and managing finances (i.e., insurance, retirement).
_	_	_	_	19.	Develop problem solving techniques.
_	_	_	_	20.	Describe ways to strengthen family relationships.
_	_	_	_	21.	Examine family living and personal relations related occupations.
_	_	_	_	22.	Locate and/or utilize family living and personal relations resources.
					Job Keeping Characteristics
_	_	_	_	23.	Interacts with others in a courteous and tactful manner.
_	_	_	_	24.	Cooperates with others.

_	_	_	_	25.	Accepts individual differences.
_	_	_	_	26.	Respects the property of others.
_	_	_	_	27.	Organizes thoughts and communicates clearly.
_	_	_	_	28.	Exhibits dependability.
_	_	_	_	29.	Demonstrates punctuality.
_	_	_	_	30.	Asks for help when needed.
_	_	_	_	31.	Accepts new challenges.
_	_	_	_	32.	Accepts supervision willingly.
_	_	_	_	33.	Adapts to change/demonstrates flexibility.
_	_	_	_	34.	Manages time effectively.
_	_	_	_	35.	Follows rules and regulations.
_	_	_	_	36.	Produces quality work.
_	_	_	_	37.	Works within guidelines.
_	_	_	_	38.	Takes responsibility for mistakes and/or good work.
					Leadership
_	_	_	_	39.	Follows directions.
_	_	_	_	40.	Communicates effectively in front of others.
_	_	_	_	41.	Facilitates a discussion.
_	_	_	_	42.	Delegates duties.
_	_	_	_	43.	Utilizes time effectively.
_	_	_	_	44.	Prioritizes series of tasks.
_	_	_	_	45.	Defines goals.
_	_	_	_	46.	Works effectively with others.
_	_	_	_	47.	Listens effectively.
_	_	_	_	48.	Facilitates group interaction.
_	_	_	_	49.	Resolves conflict.
_	_	_	_	50.	Adapts to environment/situation.

Kid Watching

The use of kid watching enables teachers to:

-collect observations of student interaction/performances by using various instruments;
-reflect on student strengths and/or weaknesses;
-analyze students' errors and miscues in order to personalize instructional strategies for individual students;
-record incidental observations which would otherwise not be assessed.

Examples:

Student interaction/performance skills are assessed through:

- checklists
- anecdotal records
- audio/video tapes
- photographs
- conferences/interviews
-
-

Assessors could include any or all of the following:

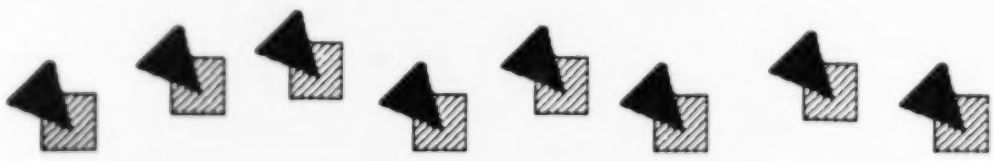
- parents/guardians
- teachers
- supervisors of work experiences
- peers
-
-

Guidelines for Implementation:

Share observations with student/parent if appropriate.
Write clear and specific description of behavior; avoid negative influence of bias/opinion.
Stress the positive.
Avoid intervening when the problem will correct itself.

Guidelines for Scoring:

Most accurate and equitable when interaction between student and assessor is an integral part of evaluation.



Kid Watching: ***Assessment Form***
Food Service Apprenticeship

Name_____Date_____

Time(s)_____ : _____

Each student is to spend a total of one hour working with food service personnel. When you have completed your apprenticeship, please complete the questions below and then give this form to the food service supervisor to complete. The food service supervisor will complete the lower portion and return to the instructor. Thank You.

Complete a brief summary of what you did today while working in food service.

What did you learn from this experience?

Food Service Personnel: Please complete the rating chart below and return to the instructor. Thank You.

Rating Scale 3-Mastered 2-Requires supervision 1-Not yet

___ Interacts with others in a courteous and tactful manner
___ Cooperates with others
___ Exhibits dependability
___ Demonstrates punctuality
___ Asks for help when needed
___ Accepts supervision willingly
___ Follows directions
___ Demonstrates personal hygiene, cleanliness and appropriate dress
___ Complies with safety and health rules
___ Utilizes equipment correctly

___ Total points earned

Comments:

Supervisor's Signature_____

Kid Watching: *Assessment Form*
Laundry Home Project

Name_____Date Due:_____

Directions: Sort the family laundry and prepare one load for washing in the machine or several items to be washed by hand. Answer the following questions.

1. List the items to be washed.

2. List the information on *two* of the care labels from the items selected.

3. What pretreatment method, if any, was used?

4. What washer settings, e.g., water temperature, load size, agitation were used? Why?

5. How were the items dried? Why?

6. Remember to properly, fold or hang and put away laundry items.

Observer/Parent Comments:

In your opinion did the learner know how to properly sort the laundry?	YES	NO
In your opinion did the learner select the proper pretreatment methods?	YES	NO
In your opinion did the learner select the proper washer settings?	YES	NO
In your opinion did the learner select the proper drying method?	YES	NO
In your opinion did the learner fold and put away the items properly?	YES	NO

Other comments:

Observer/Parent Signature:_____

Kid Watching: *Assessment Form*

Habits of Mind
Observation Form

Name _____ Date _____

Grade: _____ Teacher _____

1. Student stays on task; completes assignment without constant supervision.

   Not Yet Rarely Sometimes Usually

2. Student listens thoughtfully to directions before starting assignments; avoid impulsive behaviors.

   Not Yet Rarely Sometimes Usually

3. Student listens to responses of others; does not repeat what has been said or asked.

   Not Yet Rarely Sometimes Usually

4. Student demonstrates persistence in difficult situations; is not easily distracted or defeated; does not ask unnecessary questions.

   Not Yet Rarely Sometimes Usually

5. Student is an independent thinker; makes independent decisions; does not indiscriminately "follow the crowd."

   Not Yet Rarely Sometimes Usually

6. Student checks work for accuracy; is thorough and attentive to detail.

   Not Yet Rarely Sometimes Usually

7. Student is unafraid to take risks; will try new things even though they may seem difficult.

   Not Yet Rarely Sometimes Usually

8. Student demonstrates mental flexibility; tries different approaches and strategies for problem solving.

   Not Yet Rarely Sometimes Usually

9. Student works cooperatively; can solve problems collaboratively as well as independently.

   Not Yet Rarely Sometimes Usually

Assessment is based on *Dimensions of Learning* by Robert Marzano, *et al.*

Assessment by Students

The use of student evaluation enables students to:

-be actively involved in group progress toward goals;
-be actively involved in assessing self progress and setting goals for future learning;
-be independent learners;

Examples:

Students assess their understanding of material and reflect on their learning strategies and skills through:

- checklists
- KWL charts
- reflective responses
- learning logs
- group processing activities
- PMI probes
- now what probes
- measuring stick scales
-
-

Guidelines for Implementation:

Identify gaps in student learning and adjust curriculum accordingly.
Highlight students' interests and goals.
Allow for students' learning styles through flexible implementation.
Use for processing during cooperative learning activities.
Allow adequate time for personal/peer reflection.

Guidelines for Scoring:

Most accurate and equitable when interaction between student and assessor is an integral part of evaluation.

Assessment by Students: *K-W-L Teaching Strategy**

Purpose: The K-W-L Teaching Strategy enables teachers and students to identify early on the prior knowledge of the students in the area to be studied, the students' interests, and a final assessment of their learning in the area.

Objectives for K-W-L Teaching Strategy:

The learner will:

- identify prior knowledge of a given topic or area to be studied.
- determine special areas of interests or questions they would like answered in the area.
- self assess their own accomplishments in the learning process.

Description of Procedure:

- Use brainstorming and direct questioning with the entire class before beginning a unit to determine what the students **K**now about it.
- Guide students to categorize the information generated in the above activity.
- Students and teacher determine what the students **W**ant or need to know about the unit.
- Study the unit, striving to answer the questions determined in the above activity.
- Students articulate, after completing the unit or at determined intervals, what they have **L**earned and what they still need to learn regarding the unit.

Notes for the Teacher:

- Unlimited applications.
- Use to help students "connect" the new learning with their previous knowledge.
- Provides focus for students and teacher.
- Provides visual assessment to individuals, class, and visitors to the classroom. Students may keep the information in personal journals or notebooks; a large class model can show students, the teacher, parents, and other visitors what has been achieved in the unit by the class.
- Students are more apt to share if the teacher expands "What I Know" to "What I Think I Know."
- Teachers have "more control" if they also include "need" in "What I Want to Learn," "What I Want/Need to Learn."

* The K-W-L Strategy was first developed by Donna Ogle, *The Reading Teacher* 39, 1986.

Topic _____ Name_____

K What I (think I) know	W What I want/need to learn	L What I learned

Assessment by Students: K-W-L Parenting and Child Development

Name:			
	K	W	L
	I know about:	I want to learn more about:	I learned more about:
Date:	Sept._____	Sept._____	
Health and Safety			
Causes of birth defects			
Genetic counseling and infertility			
Sexual reproduction and birth process			
Signs and symptons of pregancy			
Prenatal nutrition and development			
Effects of alcoholism and drug abuse			
Teen pregnancy and alternatives			
Sexually transmitted diseases			
Safety for children			
Health care for children			
Childhood diseases and immunizations			
Child abuse and intervention options			
Nutrition and sleep needs of children			
Resource Management			
Managing time and energy			
Developing ways to cope with crisis			
Managing children, work, and home			
Parent education/training programs			
Costs of parenting			
Medical and insurance expenses			
Selecting children's toys			
Selecting children's clothing			
Selecting children's furniture/equipment			
Decision Making			
Decison making process			
Setting and achieving goals			
Parenthood and other options			
Choosing nutritious meals and snacks			
Pros and cons of breast/bottle feeding			
Selecting child care alternatives			
Choosing and preparing for a job			

Assessment by Students: K-W-L Parenting and Child Development

	K	W	L
	I know	I want to learn	I learned more
	about:	more about:	about:
Date:	**Sept._____**	**Sept._____**	
Personal Development			
Developing communication skills			
Developing positive attitude			
Self concept and acceptance			
Sexual responsibilities/risks			
Play and developmental growth			
Influences on growth and development			
Understanding stages of development			
Understanding special needs children			
Interpersonal Relationships			
Rewards of parenting			
Parent responsibilities			
Parent/sibling relationships			
Effects of children on marriage			
Helping children deal with crisis			
Family planning and contraceptives			
Child discipline and guidance			
Communication techniques			
Employer/employee relationships			
Careers/Employability			
Qualities of a good worker			
Related child care careers			
Combining marriage, parenthood, job			
Parenthood as a career			
Entrpreneurship			
Planning, coordinating child care labs			

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Assessment by Students: *Reflective Response*

Purpose: Reflective responses provide students and the teacher with a record of student thinking throughout a unit, project, or lesson. Self reflection is the core of effective learning. The reflective response encourages students to be responsible for their own learning, as they personally reflect on degree and quality of learning. Responses may be free or structured.

Objectives for *Reflective Response:*

The learner will:

- express thoughts and ideas related to specific topic.
- analyze his/her own thinking.
- evaluate his/her own actions.
- be more sensitive to feedback.

Description of Procedure:

- Invite students to participate in one of the following forms of self reflection:

-self-talk	-self-questioning
-self-prompting	-free writing
-mental rehearsal	-brainstorming
-note taking	-doodling
-listing	-sketching
-chart, map, graph, table	-graphic organizer (e.g., webbing or mapping)

- Provide structured probes for self-reflection:

  -What problems have you had with your project and how have you solved them?
  -How can you use what you are learning today in the future?
  -Now that you have set your goals, draw pictures/sketches of what achieving those goals might look like.
  -You have just identified your long-term goal. What are two things you can do today to help you achieve that goal?
  -Please identify the steps you used in making a major decision. If you had it to do over, what steps would you add, delete, or take more time on?
  -This wasn't an easy project. What did you specifically do so that you wouldn't give up?
  -Describe where you think you are in your project.
  -Brainstorm a list of possible resources for this project. (Don't forget human resources.)
  -What is one major insight you have had about yourself as a result of this project?

Notes for the Teacher:

- Unlimited applications
- Used to help students "connect" the new learning with their previous knowledge.
- Students may keep the reflection in personal journals or notebooks or attach to written projects.
- Students are more apt to focus on reflection and self assessment if given specific questions to address.
- Provide opportunities for both free response (students include whatever response they wish) and structured response (teachers guide response through pre-determined probes).
- Use during student interviews and conferences.

Assessment by Students: *PMI Strategy*

Purpose: Students use to assess class topics, projects or activities.

Objectives for *PMI Strategy:*

The learners will:

- analyze the positive/negative factors about a topic, project or activity.
- identify implications for further study.
- note questions they still have about the topic, project or activity.
- list vocabulary words they are unfamiliar with or learned as a result of the topic, project or activity.

Description of Procedure:

- Learners may work individually, with a partner, in small or large groups.
- List and discuss the pluses, minuses, and implications.
- Extend the PMI categories by asking students to generate "**Q**"--unanswered questions; "**V**" --vocabulary lists; or "**C**"-- consequences of the topic, project or activity under study.
- Vary strategy by asking students to complete the following sentence stems:
  What?..... **So What?.....** **Now What?.....**

Notes for the Teacher:

- Has unlimited applications.
- Use as a pre-study focusing and motivating activity, a mid-study evaluation, or a review at the end of a topic, project or activity.

PMI
(Pluses, minuses, and implications)

PMIQ
(Pluses, minuses, implications and questions)

PMIV
(Pluses, minuses, implications and vocabulary)

PMIC
(Pluses, minuses, implications and consequences)

Assessment by Student: *Home/Community Experience*

Purpose: Home/Community experiences will give students the opportunity to demonstrate/apply what they have learned during class in "real life" home/community settings. Home/Community experiences allow students to earn class credit for activities they are completing at home or in the community.

Objectives for *Home/Community Experience:*

The learner will:

- identify what they need to learn and what they are able to do.
- choose a project to complete at home or in the community.
- develop a plan to complete project.
- write a report summarizing project steps and important learnings.
- self assess their plan and progress.

Description of Procedure:

- Experience is to be completed at home or in the community.
- Experience may be anything related to unit of study (e.g., interior design, child care, family communication, meal planning and preparation, budgeting.)
- Students must determine and justify what *they need* to learn and what they are able to accomplish.
- Students maintain a daily journal while completing home/community experience.
- Journal entries must include:
    1. Form a plan, list by steps activity or work to be completed.
    2. List needed supplies, materials and money.
    3. Identify what problems must be solved to accomplish experience.
    4. Determine where you can get help (e.g., references, teacher, family, professionals in the field)
    5. Monitor daily progress.
    6. Identify what changes had to be made in the plan and why.
    7. Summarize what was learned.

Notes for the Teacher:

- Has unlimited applications.
- Arrange for a home/community visit if project cannot be brought to school.
- Suggest students take pictures during experience, or of project before they begin and as they work to show progress.
- Home/Community experiences increase community awareness of your program and help publicize classroom learnings.

Home/Community Experience: Assessment Form

Taking a Look at My Home/Community Experience

Name_____ **Date**_____

Like the inch worm you'll be "measuring up" while working on your home/community experiences. In a conference with your teacher you will compare your progress and results with the plans you made in the beginning. At the end of your experience you will need to "take a look." Why don't you try measuring yourself on the measuring stick below?

Directions: Shade the measuring stick even with the statement that best describes your experience.

1. Choice of Experience as related to what I need to learn and what I am able to do. (1x)

(a)	I chose an experience which failed to meet my most important learning needs.	I chose an experience which met some but not all important learning needs.	I chose an experience which challenged my ability.
	0	1	2 3

2. Plan (2x)

(a)	I made a plan but I didn't follow it, or it didn't work.	I made a plan which worked part of the time.	I made a good plan for the entire experience.
	0	1	2 3

3. Written Journal (3x)

(a)	Incomplete, several parts missing; learning summary not documented.	Almost complete, some parts missing; learning summary lacks detail.	Complete, all parts included; learning summary well documented.
	0	1	2 3

4. Project Quality/Completion (4X)

(a)	I did not complete the project.	I almost completed project.	I completed the project.
	0	1	2 3
(b)	Project lacks skill in design and technical construction.	Project shows some design skill and technical construction.	Project is well designed and technically constructed.
	0	1	2 3

Assessment by Students: *Group Processing*

Purpose: Group processing helps students focus on taking responsibility for actions and consequences. Group processing can be an effective way of keeping groups on task and enhancing communication.

Objectives for *Group Processing:*

The learner will:

- practice effective listening, responding and validation skills.
- analyze characteristics of group cooperation.
- answer interpretive questions about group activities.
- formulate suggestions for improving group performance.
- develop a sense of responsibility and cooperation within a group.

Description of Procedure:

- Invite students to contrast taking responsibility for their actions in a group with its opposites, being an aggressive member or passive observer.
- Discuss the benefits of self-responsibility.
- Have students participate in a cooperative experience.
- Encourage group members to reflect on their cooperative experience.
- Provide a structural format for reflection.

Notes for the Teacher:

- Coach students on using clear validation statements; allow students to practice using validations.
- Group processing can be done in the form of discussion, written responses (see next page) or even by raising hands in response to an "instant" poll.
- You might use group processing to check on how students are reacting in general to the class.
  - What have you enjoyed most about class today?
  - What could be better?

Group Processing: Assessment Form

Rubric for Group Processing
(15 points possible)

Directions: Evaluate your group's performance using the rubric for group processing.

Criteria	*3*	*2*	*1*
Listening x 1:_____	Member reflects awareness of other's views and opinions; willing to clarify and question	Some sharing occurred; reluctant to question or clarify	Member unwilling to listen to other's views and opinions; interrupts and/or seems disinterested.
Showing Appreciation x 1:_____	Member uses words, tones and actions to validate each other's efforts	Member worked as a team, but showed little appreciation for group members	Member unappreciative of others; used negative statements and/or actions
Compromise x 1:_____	Member is receptive to ideas and opinions of others; sensitive and understanding	Member is receptive to ideas and opinions of others; lacks sensitivity and/or understanding	Independent and reluctant to compromise; lack sensitivity and/or understanding
Cooperation x 1:_____	Member enthusiastically participated; responsibility for tasks equally shared with others	Member displayed some ability to interact; member actively participated; activities/conversation not entirely on topic	Exclusive reliance on one member of group; little interaction with other members; member did not stay with group
Task Completion x 1:_____	Exemplified responsible use of time; demonstrated positive work ethic, task(s) completed	Task(s) completed with average effort	Task(s) not completed; little or no effort offered

Directions: Compare your rubric with the other members in your group, then complete the sections below.

Group Reflection
(8 points - 2 points each)

On the back of this sheet, answer the following questions:
1. What were we expected to do?
2. What did we do well?
3. If we did the same task over, what would we do differently?
4. What help do we need?

Self Reflection
(2 points - 1 point each)

On the back of this sheet, answer the following questions:
1. What did you learn about your ability and willingness to work with others?
2. In what area(s) can you improve? What will you do to improve?

Total Points:_____out of 25

Instead of . . . Why Not Try?

As teachers are working with students, they may want to consider the following alternatives for products, projects, and performances.

ads (newspaper, yellow pages)
advice columns
allegories
anecdotes
announcements
anthems
appendices
apologies
assumptions
autobiographies
awards

ballads
banners
beauty tips
bedtime stories
biographies
blueprints
blurbs
books
book jackets
book reviews
booklets
brochures
bulletins
bulletin boards
bumper stickers

calendar quips
calorie charts
campaign speeches
cartoons
captions
catalog entries
cereal boxes
character sketches
charades
charts
chart stories
church bulletins
check lists
classifications
collages
collections
commercials
community bulletins
comparisons
comic strips
complaints
constitutions
conventions
conversations
couplets
critiques
crossword puzzles
cumulative stories

dances
data bases
definitions
demonstrations
descriptions
designs
dialogues
diaries
dictionaries
dioramas
directories
discussions
display cases
documents
doubletalk
dramas
dramatizations
drawings
dream scripts

editorials
epilogues
epitaphs
encyclopedia entries
endings
essays
evaluations
exaggerations
experiments
explanations
explorations

fables
fairy tales
fantasies
fashion articles
fashion show scripts
field manuals
field trips
finger puppets
flannel board
folklore
fortunes
gossip
graffiti
graphs
greeting cards
grocery lists

handbooks
handouts
headlines
horoscopes
hypercard

impromptu speeches
indexes
information tables
inquiries
interviews
introductions
inventions
invitations

jingles
job applications
jokes/joke books
journals
jump rope rhymes

labels
leaflets
learning centers
legends
letters
lies
lists
love notes
lyrics

magazines
manuals
maps
masks
memories
metaphors
menus
mimes
mobiles
models
monologues
mosaics
movie reviews

musicals
mysteries
myths

news analysis
newscasts
newspapers
nonsense
notebooks
nursery rhymes

obituaries
observations
odes
opinions

pallindromes
pamphlets
pantomimes
paper mache
parodies
party tips
patterns
persuasive letters
photographs
phrases
pictures
picture dictionaries
plays - TV/radio scripts
poems
post cards
posters
prayers
problems
problem solutions
profound sayings
project cubes
prologues
proposals
propaganda sheets
protest signs/letters
product descriptions
proverbs
puns
puppets
puppet shows
puzzles

questionnaires
questions
quips
quotations
radio shows
ransom notes
recipes
record/CD/tape covers
remedies
reports
requests
requiems
requisitions
research centers
resumes
reviews
revisions
riddles

sales
sale notices
sales pitches
satires
schedules
scrapbooks
scrolls
sculptures
secrets
self descriptions
seminars
sentences
sequels
sequence stories
serialized stories
sermons
signs
silly sayings
skits
skywriting messages
slogans
soap operas
songs
speeches
spoofs
spook stories
spoonerisms
sports accounts/analysis
stories
story problems
storytelling
superstitions

tall tales
tape recordings
telegrams
textbooks
thank you notes
theater programs
timelines
tongue twisters
transcripts
travel folders
travel posters
tributes
trivia
TV commercials
TV guides
TV programs

used car descriptions

video tapes
vignettes
vitas

want ads
wanted posters
warnings
weavings
weather forecasts
weather reports
wills
wise sayings
wishes
wood carvings
words

yarns
yellow pages

zoos

Glossary of Assessment Terms

Alternative Assessment: An assessment technique other than norm-referenced or criterion-referenced pencil-and-paper tests.

Anecdotal Records: A teacher's collection of observations of a student's performance; may include dated teacher reflections, checklists, audio/video tapes, photographs, conference interviews.

Assess: To analyze student accomplishment, usually using a variety of techniques (e.g., performances, teacher observations, scored discussions, portfolios).

Assessment: Systematic gathering and synthesizing of information about a person; usually based on various sources of evidence.

Authentic Assessment: An alternative assessment method that tests students' ability to solve problems or perform tasks resembling challenges of the "real world." Grant Wiggins writes that authentic assessments must "replicate the challenges and standards of performance that typically face writers, business people, scientists, community leaders, designers, or historians."

Authentic Task: A simulated or "real life" demonstration of learning; examples may include debate, video production, play, experiment, science project, role play.

Competency Test: A test to determine a student's skill and/or knowledge to meet identified minimum standards, usually for promotion or graduation.

Criterion-referenced Test: A test based on measurement of students success in achieving specific objectives taught; examples include multiple choice, essay, true/false.

Evaluation: Judgment of the quality, value, or worth of performance or program.

Group Processing: A cooperative strategy which allows students opportunity to practice effective listening, responding, and validation skills with others.

Kid Watching: Formal or informal observation by the teacher of student's performance and/or interaction; usually recorded in anecdotal records, checklists, pictures, audio/video tapes.

Learning Logs: Students' reactions to their learning experiences, including insight to process, content, and problems; may include journal entries, written responses to probes, personal reflections.

Norm-referenced Test: An assessment instrument that relates score of a student to scores of those in a representative (norm) group; reveals how well each student or group of students did compared to the original group taking the test.

Outcome: General goal statement for student's learning.

Performance Assessment: Also called performance-based assessment; an assessment tool based on established criteria that requires a student to perform a task, rather than respond to question. Examples would include writing a story, solving a math problem, completing a science experiment.

Portfolio: A purposeful collection of student work in a variety of formats that is a representative documentation of his or her experiences and growth/ accomplishment over a period of time; may be centered on a specific topic or curricular area; often contains a combination of assessments used to judge the progress of the student. Established criteria for specific content are used to determine level of performance.

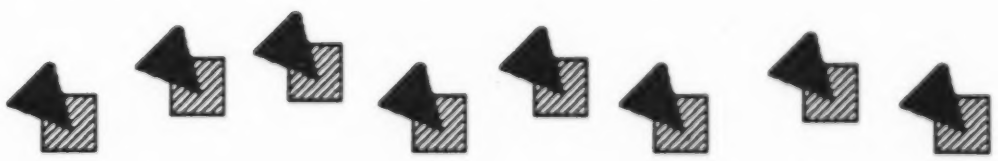
Probe: A question or starter statement that promotes personal assessment of the learning process. Probes are often used in learning logs for reflective statements/essays of projects and/or products.

Rubric: Refers to a set of scoring guidelines, the standards, for giving scores to students' work. Answers the question: What does mastery (and varying degrees of mastery) at this task look like?

Standard: Definition for expectation of accomplishment; identifies levels of accomplishment/performance of specific criteria.

Standardized Test: An assessment instrument given to a large number of persons under similar conditions in order to yield comparable scores; includes national norm-referenced tests, such as Iowa Tests of Basic Skills, ACT, SAT.

Teacher-developed Test: An assessment tool designed by the classroom teacher to check student's understanding; may be norm-referenced (designed to measure differences among the individuals in class), criterion-referenced (specifying minimum levels of acceptable performance on specific objectives), and/or performance based (demonstration of a specific skill or task).



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Information Processing

Research supports the fact that when concepts and information are reviewed, summarized, communicated to others, and reflected upon deeper understanding and greater retention occur.

Directions:

Use this sheet to summarize the three most interesting or useful ideas that developed for you as a result of this monograph. This is not a critique. Rather, it is a positive review of ideas that you may wish to follow up on:

1. _____

   _____

2. _____

   _____

3. _____

   _____

After completing your individual review, share your summary with a home economics colleague. Take at least one of his/her points and add it to your list. Feel free to modify and elaborate on his/her ideas.

1. _____

   _____

2. _____

   _____

3. _____

   _____

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